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The Home Economics Club

Mary Ethel Lansden.

THE VOLETTE

STUDENT PUBLICATION OF
THE UNIVERSITY OF TENNESSEE JUNIOR COLLEGE



Left to right: Martha Moss, feature writer; Terry Nichols, co-editor; Harriet Herron, copy editor; Helen Fuson, news editor; Joy Chick, secretary for The Volette staff. Second row, Jimmy Phillips, feature writer; Virginia Allen, feature writer; Harry Moultrie, editor; Peggy Jordan, society editor; Frances Fite, clubs editor; Marisue Adams, business manager, not present.

The Volette offers students interested in journalism a chance to write.

Why 17-Year-Old Boys Should Go To College

So you're seventeen and pretty soon you'll be going into the armed services of this United States. Maybe you have a year or six months, or a little more than likely time is short and you have only about three months before you receive your "greetings" from Uncle Sam. Paramount in your thoughts and those of many like you is what to do with that interval between civilian and military life. Above everything else, don't waste even one minute of that time. Use it to the best advantage and what is more advantageous than going to college?

You need the occupation of mind and hands that college life can give you. As Paul Meek once said, "The fellows who have gone to the wars ahead of you can testify how much respect Uncle Sam accords the college trained recruit; and even a first quarter is worth the effort." Being in college will keep your mind alert at work and occupied.

You will always have the college credit you earn, and perhaps after a taste of it you will want to come back and finish with a degree. Yes, Uncle Sam has provided for this too. According to the G. I. Bill of Rights, any ex-serviceman who is eager enough for a college education can get it free of charge.

So don't wait. Choose the Junior College and enroll for the spring half of quarter now.

Public School Art 192

By VIRGINIA ALLEN

Look what's that group of girls doing up in the Home Economics Building now for? Do they take the home ec course? Let's see,

well, Nell and Lillian are education students, but the rest are home ec girls. Oh, I remember, that's the education art class; that's all I guess I'd better hurry up there too!

Entering into the art laboratory I find a nicely-equipped room. The art media can be adjusted to suit the height of the student. At one end of the room is an open fireplace complete with logs and an iron kettle. There are three large bulletin boards upon which are interesting art displays. And, oh yes, over there by the built-in book shelves and fireplace is a real old-fashioned spinning loom. In the center of the room is the instructor's desk. Upon the desk is an attractive arrangement of snapdragons, which adds much to the beauty of the room. And here comes our instructor. She is Miss Helen Hawkins, head of the home economics department.

Public School Art is a course planned to teach college students how to teach art in elementary schools. A finer national culture can be achieved by stimulating appreciation and love of art among growing Americans. People are beginning to realize that art is much more than a few old masterpieces and it can be an integral part of everyday life of the ordinary boy and girl. Children enjoy making things and doing things with their hands. Even a three-year-old child makes painting marks on a piece of paper. Elementary grade children like to make things to put on exhibit and to carry home to show to their family. These children need direction, and the purpose of the course is to train teachers for this work.

The text book for the course is "Art for the Schools of America" by Harold Gregg. Art lecture only meets once a week; the rest of the

week is spent in laboratory work. The first time we met class Miss Hawkins showed us some of the many things we would do during the quarter. Some of these projects are drawings made with sticks, potatoes, bolts and screws, clay modeling, weaving poster making, murals, finger and splatter painting, pastels, dolls made of shucks and other handicrafts made with inexpensive materials.

As it is only a short time before Easter, we are now working on Easter projects. I am making a poster with a rabbit and spring flowers theme. One of the girls is making an Easter mural to be placed a foot the top of the blackboard. Some are making baskets from cardboard, others are making rabbits and carts filled with eggs. One of the girls made an Easter farm yard from a big box top. In the box top are chicken coops, artificial grass, straw nests for the chickens, a mirror pond for the ducks and other farm yard equipment. It is such work as this that elementary school children like to do; therefore, by actual experience we are learning how to teach it.

Education Art is indeed a class greatly enjoyed by all who take it. The work is so interesting and we are so busy at work that it is hard to believe that the period is up. We trudge out, proud of the work we have accomplished during the last two hours.

Children's Clothing

Children's Clothing class is one of the most interesting classes on the campus. It is an elective and is offered in the winter quarter. If you are interested in sewing, even though you may not be a textiles major, this is a profitable class for you.

The first half of the quarter is devoted to making dresses for infants. The work is all done by hand and is sometimes tedious, but the worker is rewarded for her efforts by a daintily finished product. Along with construction the student needs to read child clothing books so that she can recognize good and bad points in children's wearing apparel.

A suit or dress for a pre-school child is made the second half of the quarter. By the time you have a working knowledge of how to select patterns and materials for children and also how to trim and finish children's garments. With this information you set to work on your second garment. Some of the sewing on this is done by hand, but most of it is machine stitched. At the end of the quarter a term paper is turned in. This includes all the material on child's clothing that you have learned from research and study during the whole quarter.

Often times there are a few extra periods when you will take up special stitches and things like making a woven patch or fagoting. These supplementary things are useful, and help to round out the course into a perfect whole, making the class an invaluable one for the home economics major.

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Physical Education As A Career

By DOROTHY LOWE
(First Year Physical Education Major)

Before coming to college most students look at physical education as a recreation rather than a vocation; however, to a person who has the qualities and is interested in physical fitness of themselves and others of our country, it is worth while for them to investigate physical education as a vocation.

Before definitely deciding on a career, a person should examine himself and ask himself questions himself and ask himself questions joyed most, do I have any special talents, in what field am I most interested? After these, there are questions as: Is the field I am interested in a growing or a declining one? What is the salary? Is the field already crowded? Answers to these questions can be secured by talking with parents, teachers, friends and through reading magazines and newspapers that often have articles on vocational guidance.

The field of physical education is definitely a growing one and is not crowded. A recent survey revealed that only one-third of the secondary schools in Tennessee have certified health and physical education teachers. The elementary school situation is still more serious.

Today there are great varieties of fields open to physical education teachers. They may be athletic coaches, physical education teachers, playground directors, or social service workers. In the future there is going to be a greater demand for qualified people in this field as the government realizes the need of physical fitness alizes the need of physical fitness representing over 90 per cent of the population of the United States have laws requiring the teaching of physical education in public schools and 32 have both laws and state programs.

Some types of positions opening up are:

1. City directors of physical education.
2. Directors or supervisors in institutions such as Y. M. C. A., Y. W. C. A., state hospitals.
3. Religious groups are becoming interested in physical education and many large churches have full time leaders.
4. Governmental agencies, particularly the armed forces, as the Army, Navy, Marine and Air Corps are employing large numbers of trained persons for intensive programs of recreation and physical fitness.
5. Movements, such as boy and girl scouts need leaders especially for summer camps.
6. The American Red Cross is in great need for qualified instructors in first aid and water safety.
7. As it is now a state requirement, many high schools are desperately looking for qualified physical education teachers and athletic coaches.

In physical education as in other fields there are advantages and disadvantages and qualifications. Some advantages are:

1. There are many opportunities for leadership.
2. It is concerned with human beings.
3. Its promotions in rank and salary are usually frequent.
4. If you do not choose teaching or coaching, many other aspects of the whole field are open.

Some disadvantages are:

1. Physical education is an active profession.
 2. It demands long hours and much energy.
 3. There is little leisure time.
- Some qualifications are:
1. You must have good physical health.
 2. You must be intelligent.
 3. It is almost essential that you have a pleasant voice as much of your teaching is carried on by talking.
 4. You should have posture that indicates good health and have athletic ability.

In recent years more colleges

and private schools are emphasizing physical education as a vocation. It is a live growing profession with a real future for the right individual. You can help in making America safer, healthier, and assist in making citizens physically and emotionally fit by choosing physical education as a vocation.

Why I Am Taking Home Economics

Perhaps every home economics girl on U. T. J. C. campus would have a different answer to the question: "Why I am taking home economics." Some would say, perhaps with a dreamy look, that they expect to practice what they learn—in the "not too distant future." I suppose every girl has home-making in the back of her mind anyway—and what better way to obtain essential training than in a standardized course, such as U. T. J. C. offers?

Others may give an answer something like this: "It's such a new, wide field with plenty of opportunity for well paid careers. And indeed it is, there is almost unlimited number and variety of positions open to the girl with training in home economics."

Another angle one might consider is from the point of interest. Home economics is the most fascinating field of work I know. Perhaps its variety makes it interesting. There are so many new things to learn that it may never become monotonous.

Now, why am I taking home economics? I think I have chosen that as my course for the reasons mentioned above. And like many other girls, it became my chief interest in high school and I found, upon graduation, that I wished to continue my training. It was not difficult to decide where to attend school, because I wanted to graduate from my own state university.

Martha Logan Visits U. T. J. C.

On Friday, March 5, 1945, U. T. J. C. was honored to have Martha Logan, representative of the Swift Packing Company from Chicago, Illinois, to lecture on meats.

Martha Logan, a home economist, distributed many interesting ideas and points throughout a large crowd composed of college students, faculty members, and also many high school students from Martin.

It was very fascinating to observe the demonstration Martha Logan performed to illustrate what a delicious plate one could make of cold meat, carrots, pork and beans and garnished with parsley. Since it was before the lunch hour, she made everyone power-

ful hungry.

Martha Logan presented each individual a small recipe book which contains many ways in which cold meat could be fixed to make an appetizing plate for lunch. The book is sponsored by the Swift Packing Company. We are looking forward to another visit by Martha Logan in the near future.

Costume Designing

The costume designing class is taught in the spring quarter by Miss Hawkins. It is a required subject in the home economics curriculum.

All girls are interested in knowing ways in which to make the most of their personal appearance and that is what we learn in this class. We even learn about cosmetics, how to use them, how to buy them, and what kinds and colors are best for an individual's use.

In this class most of the time, however, is spent in designing clothes for people of different ages and sizes. We study shoes, hats, dresses, gloves, bags and jewelry and their effect on a person's appearance.

Many little things, such as a necklace, the part of one's hair, or the way rouge and lip stick are applied have much more to do with a girl's appearance than she often realizes. If you wish to appear more slender, there are certain types of dresses you can wear that may help you to look more slender. If you are very short, you can appear taller by using your knowledge attained in this class in selecting and wearing your clothing.

I found this class rather fascinating. Miss Hawkins is a very capable teacher. Designing clothes is fun because the student uses his imagination to create new and different things.

Mary Campbell of Greenfield says the reason she came to the Junior College is not only because the school is near her home town, but because she expects to finish at the University of Tennessee, and her credits can be transferred from Martin to Knoxville without loss of credit hours.

The book store is the general meeting place for the students. Plans are now making to enlarge the book store and provide a kind of student center in connection with it.

The summer school announcement will be going out to most high school senior in West Tennessee in a short time. The date of the summer school is July 5.



MARGARET BOWLING

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Productive Pastures Mean Profitable Cows and Richer Farms

By J. E. McMAHAN

Head Agriculture Department
Pasture is the natural feed for all ruminating animals. It is one of the best feeds for livestock, especially dairy cows. No other class of farmers has a better opportunity of securing excellent returns from good pasture than the dairy farmer.

Figures collected from the United States Department of Agriculture in sixteen states show that each 100 pounds of digestible nutrients obtained from pastures cost \$0.64, from alfalfa hay \$0.83, from corn \$1.38, from corn silage \$1.54, and from oats \$2.02. These figures within themselves reveal an economic picture that means either success or failure. The individual farmer must make his own decision. The type of pasture developed by the dairyman will, as a rule, determine the degree of success or failure he ultimately attains.

United States Department of Agriculture statistic show that in seven dairy districts of this country that pasturage furnished one-third of the total nutrients consumed by the milk cows during the year, but the cost of the pasturage was only one-seventh of the total annual feed cost.

In southern Indiana pasture furnished total digestible nutrients at 27 per cent of the cost of harvested feeds. These statistics are indeed revealing. They reveal the truth of the dairyman's statement: "I feed my dairy cows at a loss during the winter in order to make a profit during the pasture season."

Farmers of Holland, where land is worth more than \$1000 per acre, during normal times have long realized the dollar and cent value of pasture and much of their very best land is no longer cultivated for row crops, but is kept in the finest of pastures. The dairyman of Holland are aware of the economy of pastures as a source of high quality, digestible nutrients for their dairy cattle and have long been convinced that not their poorest land but their best land should be kept in pasture. They have found by long experience that such high priced land when used as pastures and given careful and intelligent care and handling yields returns comparable to and often in excess of the returns secured from other farm crops which might be grown on their high price land.

Succulent green pastures provide in palatable form most of the substances required for perfect nutrition. A good pasture produces grasses and clovers rich in protein, minerals, vitamins, and carbohydrates. Nutrients produced on luxuriant pastures are highly digestible and also have a desirable physiological effect on the animal. It is, therefore, very valuable in maintaining the health and productivity of the cow. Pastures that are premature have properties similar to those of high protein concentrates such as linseed, soybean and cotton seed oil meal. About one hundred pounds of young leafy grasses and clovers, when grazed, contain about twenty-five pounds of dry matter will provide sufficient nutrients to maintain a dairy cow's body and for the production of from thirty to forty pounds of milk per day.

The objectives of every livestock farmer in Tennessee should be a year around pasture program. Experimental work at the West Tennessee Experimental Station indicates that dairy cattle can be pastured approximately eleven months each year on the average. Their results also reveal that desirable pastures can be had throughout the entire year if proper practices are followed.

A good pasture is not only a good livestock management program, but it is also essential in a soil conservation and soil improvement program. Tests at Bethany, Missouri station on shel-

ly loam of eight per cent slope with forty inches rainfall per year, the following results were obtained from the standpoint of amount of soil lost: Fallowed soil lost 105 tons of top soil; land planted to corn lost 67 tons of top soil; land with a good grass sod lost only 560 pounds of top soil per acre.

Fields with good grass and clover sod for pasture, and alfalfa and clovers for hay are essential for a successful livestock program; and they will play a great part in bringing about a balanced ecology.

Let us ever be mindful of the anonymous poem that so well exemplifies the American needs today:

Hordes of gullies now remind us,
We should build our land to stay,
And departing leave behind us,
Fields that have not washed away.

Then when our boys assume the mortgage,
On the land that has had our toil,
They will not have to ask the question,
Here's the farm but where's the soil."

If you are interested in journalism The Vquette offers you a chance to write. Harry Woodbury, feature writer on the Commercial Appeal, was once reporter and feature writer for The Vquette—believe it or not.

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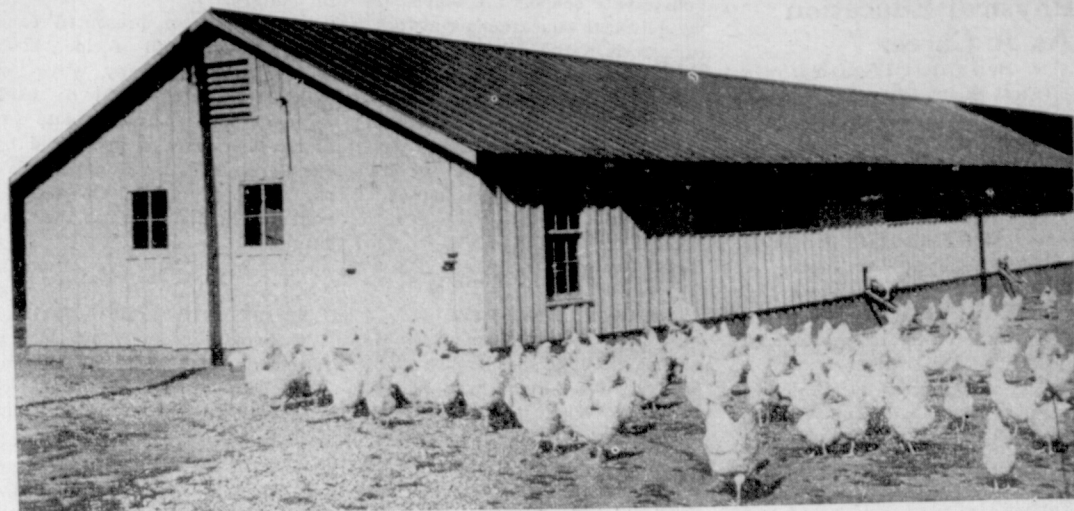
Breed and Production As They Affect the Cost of Producing Eggs

By J. E. McMAHAN
Head Agriculture Department

A Leghorn hen producing 200 eggs per year consumes approximately eighty pounds of feed. This is equivalent to 4.8 pounds of feed for each dozen eggs produced. About 55 pounds of feed are required for the maintenance of the Leghorn's body, and 25 pounds goes to produce the 200 eggs.

A White Plymouth Rock hen producing 188 eggs per year consumes approximately 90 pounds of feed. This is equivalent to 5.7 pounds of feed for each dozen eggs produced. About 65 pounds of feed are required for the maintenance of the White Plymouth Rock's body, and 25 pounds goes to produce the 188 eggs.

If a flock of laying hens are receiving a standard laying mash they will consume about equal parts



Poultry is one of the fastest ways both boys and girls can help the war effort. Equipment, including modern houses, is ideal at the Junior College. Classes are open to both men and women.

The U. T. J. C. Nursery School

The Child Development classes and the hours of nursery school observation are among the most pleasant hours of the fall quarter in the Junior College.

If you have a little brother or sister the children are certain to bring back pleasant memories, and if you haven't any younger brother or sister, the observation of the children's activities will be a thrill. The nursery is well equipped with miniature furniture, which seems to carry you into a different world just by looking at it. The playroom is furnished with tiny chairs, tables, bookcases and toys and in one corner is a play house almost like the one in which you used to play. If your period is just before lunch you will be amazed how sleepy you become observation happens to fall at the time when the instructors tuck the children into the tiny white cots for their pre-lunch rest period. And gee! Your mouth waters when the food is served. You soon forget that because the children are so interesting to watch at mealtime.

you will forget your own hunger.

The playground adjoining the nursery, is well equipped with swings, ladders, a jungle gym, a slide, see-saws, rocking horses and playhouses. These are on a grassy terrace that is fenced for safety. The sand pile, which is in the center of the playground, attracts a lot of attention. Remember the toad frog holes you used to build in the sand? There are many many things I could write about the children, but I think you get the general idea. Besides it would spoil your pleasure next fall when you are here to watch them.

The child development class I mentioned at the first is where the book work begins. Don't frown now. It really is interesting. You study the growth and development of normal children, and how to care for and dress them. Also the subject touches a little on child psychology, which is in the sophomore course.

I suppose this is about enough for this time. But I certainly hope to see you here next fall enjoying the work and observation as much as I have.

—Cora De Berry.

Progeny of Junior College Boar In Great Demand

The daughters of the Duroc Jersey boar, Golden Glow 143053, herd boar of the University of Tennessee Junior College have sold well. In the first annual Wynn Farm Company, Wynnburg, Tennessee, bred gilt sale, 17 daughters of the outstanding Duroc Jersey boar, Golden Glow 143053, sold for \$2,607.50. The average for the seventeen herd of bred gilts was \$152.94. These gilts were all bred by the Wynn Farm Company and most of them were in service to their present senior herd boar, Gold Star's Lad 117827.

Golden Glow 143053, farrowed September 5, 1942, is the senior herd boar of the University of Tennessee Junior College herd, and was purchased from Wynn Farm Company in March 1944. He is sired by the proven Duroc sire, Golden Fancy 62863 of the Clarence Miller Herd, Alma, Kansas. Golden Fancy was bred by Juhl Brothers of Minnesota, and is by Styleine and carries a strong percentage of Wavemaster breeding.

On the dam's side of Golden Glow's pedigree, he traces back to the old Pathleader, Broadcaster Sensation and Superbia breeding in the third generation.

Golden Glow has consistently produced offspring with thick, long, well-cushioned hams, that come down to the hock; good width—carrying it evenly from head to tail; smooth coat, firmness of flesh, high tail setting; wide, short head—coupled with as much length of body as possible; feet and legs sound and out under the corners; and as to bone, fairly heavy, with more stress on the cleanliness of bone than on heavy bone; these characteristics coupled together in such a manner as to be pleasing to the eye.

There is no doubt that Golden Glow was an exceptionally prepotent boar in the Wynn Farm Company herd, and the men of the Department of Agriculture of the Junior College believe that his offspring from their line-bred All Cherry King sows should be outstanding in the Duroc-Jersey type demanded by present day breeders and commercial hog men.

Golden Glow also sired: (1) Fancy Star Orion, the junior champion sow of the Southern Duroc Show, Clarksville Tennessee who sold at auction in the show for \$400.00. (2) Fancy Cherry Sue 491786 who was placed in the superior group of the senior bred gilts at the 1944 National Duroc Congress.

The Speech-Arts groups have given programs at Dyersburg, Union City, Covington, Bolivar, Jackson and many other high schools in West Tennessee.



eggs when fed to the 110-egg hen amounts to 27 cents, while the feed cost per dozen eggs from the 270-egg hen amounts to only 11 cents.

Tests also show that feed cost on the average accounts for sixty per cent of the cost of producing eggs. It is therefore very apparent that the cost of producing eggs is in direct proportion to the number of eggs a hen lays during the year. With feed cost 60 per cent of the cost of producing eggs, the actual cost of a dozen eggs from the low producing hen would be 25 cents, while the cost of a dozen eggs from the high producing hen would amount to only a little over 18 cents per dozen.

A heavy producer produces eggs at a minimum cost. With competition so keen in the poultry industry it is necessary that the poultryman use every known means to produce all products by the most economical and efficient means.

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RELIGIOUS LIFE ON THE CAMPUS

Many parents have the mistaken idea that when their children leave home to attend college, they forget their religious training and depart from the ways of their childhood.

At the University of Tennessee Junior College, a typical college campus, every student is encouraged to attend services once every Sunday at the church of his choice. The college does not seek to promote any creed or exclude any, but it does everything in its power to promote the religious life of the students and encourage them to attend church services regularly. The local churches welcome the college students into their fellowship and make them feel at home immediately.

An active organization on the

campus is the Student Christian Association, which is composed of students on the campus who wish to join regardless of their denominational preference. At the meetings of the S. C. A., programs based on Christian themes are given. Local and out-of-town speakers are frequently invited to address the club. The primary purpose of this organization is to promote Christian principles and practices among the students of the college.

Another Christian influence on the students is the daily noon-day prayer meeting, which is planned, conducted and attended by students. Outside speakers, as well as members of the faculty, are frequently invited to speak at these services.



Alchemy At The Junior College

If you were to visit the University of Tennessee Junior College about the first of March and happen to walk into the chemistry laboratory, perhaps your chief impression at first would be of the queer smells you would encounter. However, you would soon notice the interest manifested by the busy students in what they called their "unknowns," and the pleasure felt when lead, copper or some other element was found to be present.

You would have stepped in on a session of qualitative analysis, which is one of the more interesting features of the course in chemistry offered at the Junior College. In qualitative analysis the students learn to identify various elements and radicals and thus to perform certain chemical analyses. This part of the course comes in the second half of the school year.

You would have stepped in on session of qualitative analysis, which is one of the more interesting features of the course in

chemistry offered at the Junior College. In qualitative analysis the students learn to identify various elements and radicals and thus perform certain chemical analyses. This part of the course comes in the second half of the school year.

In addition to qualitative analysis, those taking chemistry study throughout the year the fundamentals of inorganic chemistry in general. The course is taught by means of lecture, demonstration, and recitation, as well as a good deal of individual laboratory work. During the year the individual students prepare samples of oxygen, hydrogen, nitrogen, carbon dioxide and other common gases, study the properties of these and other substances, and perform numerous other experiments. Throughout the course emphasis is placed upon those parts of general chemistry which are of value in agriculture, home economics, engineering, pre-medicine, and nursing. Charts, models, and specimens make learning more effective, and once or twice each year a moving picture of some chemical industry is shown.



BUSY STUDENTS IN QUEST OF "UNKNOWN"



READING NOOK IN THE LIBRARY

The Library

An integral part of the University of Tennessee Junior College is the Junior College Library. Everyone, sooner or later, finds his way to the library. Whether the student wishes to look up those references for that term paper or to find an enjoyable novel, the library staff is ready and willing to help.

One part of the large reference room is fitted as a lounge, with easy chairs, convenient lights and tables. The magazine rack in the center of the room is filled with the latest popular and vocational magazines. As a quiet place to relax and enjoy a book, the reference lounge is very popular.

But the reference room is not all the library. Another important feature is the War Information Room. This section of the library houses books on current problems, extensive information concerning the war, and up to the minute fiction concerning the life of today as we find it in wartime.

These rooms, together with two additional reading rooms, comprise the library as most students would think of it. However, there is much activity that goes on behind the scenes. For instance, in the dormitories there are collections of books furnished and supervised by the library. These books are for the additional pleasure and convenience of the students.

Several daily papers are subscribed to by the library and are kept at easy access for the student.

Up to the present, a regional library service has been operated by the library. This service takes books out over several counties and to vicinities not so abundantly supplied heretofore.

The fiction collection contains the best of the new books as well as the old. Attractive displays direct the students interest to the best and newest fiction available.

The extensive reference books in the reference room are conveniently located for the student. The public and card catalogue gives one additional references on varieties of subjects. A competent and experienced staff lends aid when it is desired.

To the students at the Junior College, the library is a popular and necessary part of the school. It is conveniently located on the second floor of the Administration Building. A cordial welcome to the library is extended to every new or old student of the Junior College.

The reason assigned by many students who attend the Junior College is that the school is near their home towns and thus it is easy for them to come home for occasional week ends to visit parents and friends.

What Is College Like?

Entering college is a big step in a person's life. Just think—college! It's as exciting as it sounds—with a few lessons along to strengthen the mind (so we've been told). But really, at last the big year, the big day comes and we're off to see what's what.

The first day is a mad clamor. No one knows what to expect; we're all a little "wiggly." We sign up and make out our schedule: Home economics, agriculture, liberal arts, physical education. That first day is really something—after all, we're on our own—no mammas and no papas—just a big gang of kids and we love it.

Next day, after our first dormitory night which includes eats and jabbering, comes the realization that, after all, we came to college to get "book learning" and it looks like we'll certainly get it.

The professors don't wear long black robes and believe it or not, they're human. They realize we are very inexperienced and we realize that they are very experienced—things work out fine. My high school teachers had always said, "Now college is different—no one cares whether you sink or swim." Please tell them for me that it's all good experience for us and that it isn't half as bad as they seem to want to make you believe. Lessons are harder, but those growing intellect pains make you feel like a Grade A brainstorm—pretty good feeling too.

And now you're a "freshie"—as green as the greenest grass, but you wouldn't miss it for anything. The campus life is fun—lots of exercise; lots of laughs; lots of parties; eats, eats, eats, and books, books, books.

College is not just a place to go to get smart. It's much more than that. It introduces a person to new ideas, new friends and new food. I bet you wonder why I keep mentioning food. Well, without the stuff life just wouldn't be half as collegiate. Ice cream cones and candy bars become almost a thing of necessity. A person simply isn't human if he carries only a book—where's the food. And, those dormitory get-togethers with the ole gang are riots. Your bodies improve too even with all the food, for physical education gets you out of your kinks. There are lots of exciting competitive games and big tournaments.

I hardly know what else to say—except, there's a wonderful, wonderful feeling deep down inside when the sun sets on our U. T. J. C. The day that's going was too good to leave behind, but tomorrow there will be more. College is really the life.

—Nancy Wirt.

H. H. Kroll spoke before the McKenzie Rotary Club on March 27 and the combined Rotary and Lions Clubs at Fulton March 28.

Is Jack A Dull Boy

If you think that the life of a coed is all work and no play you're just wrong! Although those hour quizzes and term papers to roll around pretty often, still there is just gobs of fun packed in between them. Maybe you do beat your brains out for two hours in the chemistry laboratory, but once you take up your books and silently steal away, the burden of studies rises like a cloud. You just naturally fall in the swing when you dash into the book store where everyone is drinking cokes, eating and getting a big kick out of life. Don't kid yourself, there are nothing like "sad-sacks" on the UTJC campus!!!

Joe College doesn't have much trouble finding a girl friend to chirp with during his vacant periods, but College Jane finds it more difficult to latch onto a man during these war times. It can be done though. All you've got to do then is find a vacant chair and get the conversation away from classes. That's easy to do—you can always "tear your professors up," and that makes you feel lots better.

At five in the afternoon you just naturally find yourself drifting over to the gymnasium with the crowd for a set of tennis, a little ping-pong or to shoot a few goals. What absolutely sends you out of this world, is the relaxation you get when you bounce into that clear indoor swimming pool.

When all the classes for the week are over, everyone is out for a big week end. We make tracks to the gym for a party, to the grove for a weiner roast or to town to take in a picture show. The thrill of a lifetime comes when a big formal dance rolls around. While the boys are out ordering "posies" for their dates, the gals are leaping around like mad—exerting their last drop of energy, trying to get beautiful (????). Don't worry about a thing—the teachers do have hearts! They just don't assign that extra chapter in your text to read for the day after the night of the dance.

Those sunny Saturday afternoons are spent in many ways. Some of us get a big bang out of hiking out to the airport for a little excitement and if you have a little "ready dough" on the side you might get an extra thrill by taking a short ride in one of those "flying birds." If the ole man weather decides to let the raindrops flow, you'll always find a few coeds around ready for a speedy hand of bridge or rook.

Gee, there's just nothing to compare with college life—every day is filled with fun and profitable experiences that could never be found anywhere except on a campus. Just try it and you'll fall all over yourself agreeing with me!



ONE OF THE FINEST INDUSTRIAL ARTS BUILDINGS IN TENNESSEE

Engineers—The Creators of Progress

Why become an engineer? There are many answers to this question. Everyone knows that the engineering profession is recognized as being among the highest. If one wishes to become an engineer merely to become famous, he should enter some other field. Neither is there a place in the engineering field for those with "get rich quick" ideas. Character is a requisite in the making of an engineer; and engineering makes character.

On every hand we see the results of the engineer's work. The great bridges that span our rivers, the canals that join oceans, our highways, all these are examples of engineering ingenuity. The tiny wrist watch is an example of utmost precision—the work of an engineer. The engineer is the man who makes theories and ideas into workable plans. The world cannot get along without him.

Some may think the field of engineering is crowded, or that so much has been accomplished in the past that there is little more to be done in the future. Neither of these ideas are true. Engineering is a "wide open" field. The demand for engineering talent exceeds the available number of engineers. There is more to be done in the future than has been thought possible in the past. Since the beginning of time, people have made progress and there is no reason to think that they will stop now. The more progress that civilization makes, the more engineers will be required to maintain and further that progress. As in the past, engineers will be

the builders of the future—the creators of progress.

Engineering and The Post War World

Since the outbreak of the present war in Europe in 1939, the world's best scientists have been taxing their capacity to the utmost, trying to tear down the structures that man has built and preserved since time immemorial.

The armies and air forces of the Allies have had a hand in this destruction, but the destruction they wrought was necessary, for without it the countries of Europe could not have been liberated. It has not been the merciless pillaging and wanton misuse of the cities of Europe that the Germans practiced.

The fact remains, however, that Europe has been partially destroyed. The old churches and abbeys, so long preserved by a respecting and religious people, are now but a mass of rubble. Even more important, the electrical and water systems, the land communications, highways, factories, practically everything which furnish the necessities to the people of Europe, have ceased to exist. Has there ever been a wider or more promising field for a young engineer?

The young man who is graduating from high school owes it to himself, and to the world, to try to get as much as possible of his college education before he is called into the service, so that when he returns he will be able to finish his college work that much quicker.

Engineering is the science upon which the world hinges. Were it not for the developments by American and British engineers dur-

ing the first two years of the war, we would undoubtedly have been defeated. The developments that have been made are still kept secret, but when peace returns, they will be converted to peacetime use, and we will profit by them; not only the American people or the British, but the whole world.

After the war, all the countries of Europe will need American engineers to redesign and rebuild their shattered cities. We, the younger generation will have that job.

Agricultural Engineering

Many men and boys now considering the question of what vocation they should take up when they have the opportunity to take up studying for a life work.

Engineering is an old profession, but agricultural engineering is a new branch of the engineering field. An old and very odd definition of engineering is "the science of utilizing the materials of nature for the benefit of man and the art or organizing and directing human activities in connection therewith." Agricultural engineering is just as the name implies, "directing engineering to the problems of the farm."

The first degree of "bachelor of science in agricultural engineering" was conferred in 1910. At the present time twenty-seven state land grant colleges offer such degrees.

You may wonder what agricultural engineers do. There are four major divisions, farm power and machinery, farm structures, rural electrification, and soil and water conservation. Time and space will

not permit an extensive discussion of the work of each division. Therefore, the discussion must be brief and general.

The power group is interested in any work which consumes power or energy. They labor to develop not only new machinery for doing all types of farm work but better methods for using these machines and the important job of repairing this equipment. They have been responsible for the development of such machines as the combine, pick up hay balers and cotton pickers to say nothing of our present day tractors, plows and other tillage equipment.

Normally about forty per cent of the nations construction is on the farms. The agricultural engineer has been a big aid in developing better types of farm structures and farmstead plans. It has only been a few years that farms have had the benefit of electric power. Development of equipment which would efficiently apply electricity to farm conditions and farm problems has been a major problem for agricultural engineers. They have worked for power companies, equipment companies and state experiment stations. No one knows what the future in this field will bring. There is no doubt but that expansion in rural electrification will be rapid in the future.

We must conserve our soil if we are to maintain a high standard of living. History has proven that when the soil fertility has been depleted either through poor cropping methods or uncontrolled erosion, living conditions decline in the same ratio.

The agricultural engineer works with the soils as crop specialists in developing methods and farming practices for controlling soil erosion and maintaining the fertility of the land. He helps drain wet land and develops methods for irrigation in dry land sections.

Anyone, to be successful as an agricultural engineer, must have not only engineering training but also a general knowledge of agriculture. It is essential that they have some first hand training with farming.

If you like mathematics and the natural sciences, notably physics, chemistry and biology, and can work on a problem or job until you reach an accurate, exact answer, you should like engineering. If you like rural life and think you would like to apply these sciences to farm problems, you should do well as an agricultural engineer.

There are a number of agricultural engineers located all over the country. If you do not know one with whom you can talk about the profession, write to your state college and find out where one lives and talk or write to him.

The Things I Like About the U. T. Junior College

By MARTHA FREEMAN

Who is it that has visited the Junior College even for a few short hours without feeling the atmosphere of friendliness that pervades the whole campus life? Though students hurry to and fro from classes, there is always time for a warm greeting along the way, thought it may be nothing more than a cheery "hello" or a wave of the hand to another across the campus or even a smile.

Nor is the atmosphere confined to the campus. I remember very distinctly how, during my high school days, I was impressed by the fact that Junior College students I met on the streets and uptown always had a friendly word of greeting. Friendliness and U. T. Junior College became synonymous to me.

I discovered what I consider the foundation of this atmosphere when I entered U. T. Junior College. In the freshman orientation assembly, Mr. Thompson, chairman of the social committee, said in substance, "Freshmen, you stand at the brink of a new day with new experiences ahead and a host of strangers about you. If you feel that everyone is a stranger, just remember that the next fellow feels the same way. When you meet a fellow student or a faculty member, just smile and say 'hello' and we won't be strangers very long." Presto! It worked just that way.

Neither is the atmosphere of friendliness confined to the student body. Each student on the campus is known by name by every faculty member, and its no uncommon occurrence to see a teacher stop a student in the book store, in the corridors or on the campus for a friendly chat. Yes, U. T. J. C. and friendliness are synonymous.

U. T. J. C. In Wartime

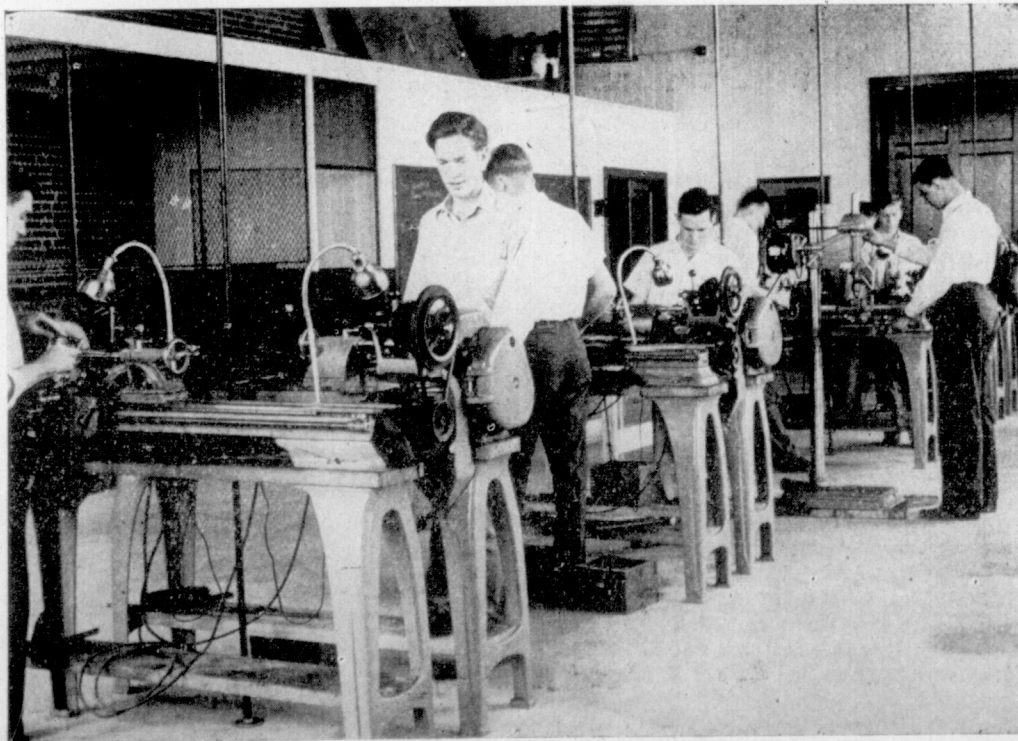
If you want to serve your country and help to win the war and keep the peace, come to UTJC. The very air is afloat with patriotism and loyalty to America. The faculty are citizens of the highest type, and their teachings are far-reaching in the lives of their students.

The environment makes it easier for the student to become all that he should be to prepare himself to fill his place in the world today. The size of the college makes it more homelike for students entering college. The hostesses take a personal interest in each student. For many years the town has been known as a good school town, and it has a religious atmosphere that is not found everywhere. These factors enable the student to live the most and serve the best.

U. T. J. C. offers various things to help you to answer the needs of your country. You may receive training in agriculture, home economics, engineering, education, liberal arts, journalism, medicine, physical education and various other curricula. Many educated people will be required to take the places of those who are carrying on our government and doing the many things that make our country great.

They must help in making the necessary changes that will follow this war.

This total war is being waged so that freedom may survive—freedom of speech, freedom of every person to worship God in his own way, freedom from want, and freedom from fear. There are many ways in which we can contribute to securing and maintaining these freedoms. We who are not fighting on the sea, on the land or in the air must fit and prepare ourselves in every way possible in order to preserve these freedoms, which will have been so dearly bought. The future is looking to us. We must not fail.



MODERN SHOP EQUIPMENT

INTRAMURALS

By MARIHA HARRIS

(Intramural Manager for Girls.
Second Year Physical Education Major)

Intramurals include all the athletic activities outside of class in which each student in school is a participant. There are eight girls' intramural teams and four boys. The girls' teams are named a color—Black, Blue, Green, Orange, Red, White and Yellow. The boys' teams choose their own names this year. Each team, both boys and girls, has about thirteen members. These members win points for his or her team by participating in the activities. The "aim" of each team is to win the most points, thus being the winning intramural team for the year. Before the war there was a boys' team and a girls' team of the same color; therefore, they "pulled" for each other, and we had one winning intramural team. Now we will have a boys and also a girls winning intramural team.

Another thing of importance is that the man and woman having the most outstanding record in physical education and intramurals for the two years they are in school are given a suitable engraved trophy as a permanent memento of their interest and athletic ability. Also, the five sophomore girls who have scored the most intramural points during their two years here are each awarded five-inch chenille letter "T."

Each time a team or individual wins a game, points for that team are won. These points add up in a hurry, and at the end of the year when all the points are tallied, the name of the winning team of each sport are engraved on that particular sport trophy. All of these trophies are in a case in the front hall of the gym. This makes one feel "mighty fine" to know that her team is a winner. Individual winners not only get their names engraved on a trophy, but they get a medal as a reward for their achievement. Runnersup also get a medal.

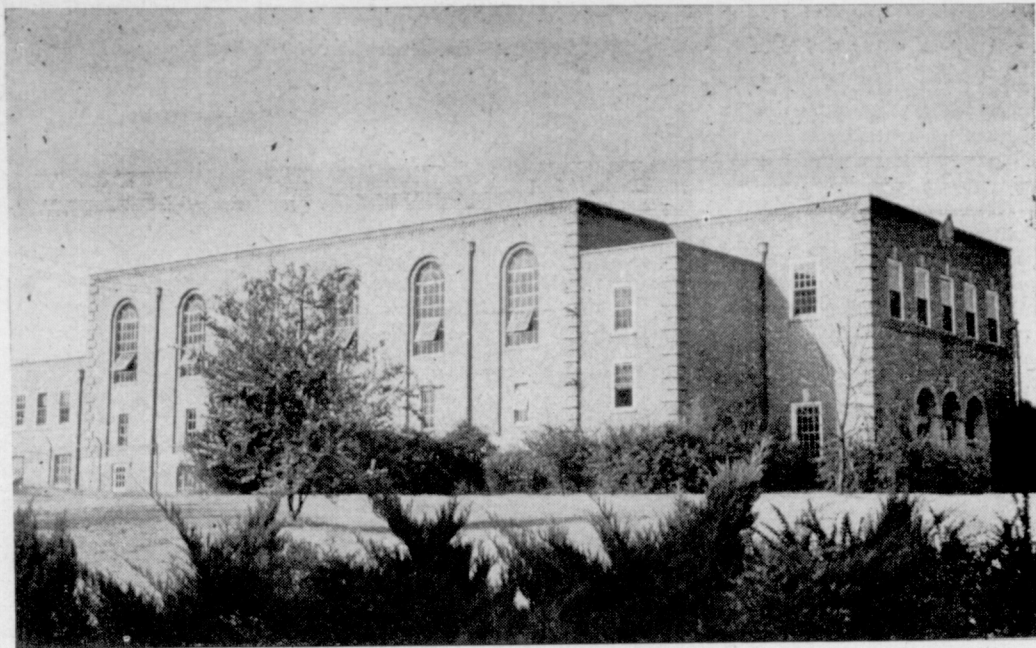
Now, for a more detailed discussion of the girls' intramurals: Each girl enrolled in school is put on one of the teams by lot decision, and she stays on the same team as long as she attends the University of Tennessee the blue team, etc., until all the Junior College. The teams are in alphabetical order and as a name is drawn, it is put on the black team; the next name is put on girls are on a team; and each team has about the same number. These members elect their captain, and then the fun begins!

Actual competition begins in the fall just as soon as the teams are organized. The girls' intramural manager, who is in charge of all teams, arranges tournaments which start and end in "full swing." The tournaments are on the elimination basis—as long as a person or team is winning she or it stays in the tournament, but when one loses that person or team drops out of that particular tournament.

Some of the individual sports in which we have tournaments are table tennis, badminton, horse-shoes, shuffleboard, archery, tennis and swimming. Team tournaments are held in basketball, volleyball, soccer, hockey and softball. Talk about "hot" games, we really have them!

I just could not express how much fun and enjoyment everyone gets out of our intramural. It is just one of those things that "the more you put into it; the more you get out of it." Another reason for the success of intramurals is the untiring effort of our physical education teachers. Our thanks and appreciation go to them.

May I leave this last word with you who are planning to come to the University of Tennessee Junior College? Intramurals are for I hope you has as swell a you. You will want intramurals. time in intramurals as the ones before you have had.

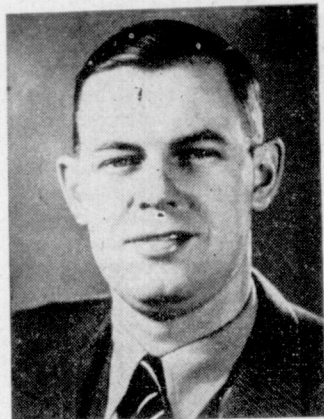


PHYSICAL EDUCATION BUILDING

Health Examination and Followup Service

By NELL ROBISON

(Class I, Physical Education;
Education Major)



NEWELL THOMPSON
Acting Instructor in Physical
Education

Testing Physical Fitness

By MARGARET BURTON

(Second Year Liberal Arts Major;
Assistant To Miss Watkins)

A new method of determining the physical fitness of college women was begun in the fall of 1944 by the Department of Physical Education at the University of Tennessee Junior College. At the beginning and end of the fall quarter the students were given a series of five tests on which they were graded according to a scale based on speed and endurance.

The speed-agility test and shuttle-run are tests for speed, and the score is based on the number of seconds required to perform the tests. The step-test, sit-ups, and floor-dips are tests for endurance. The step-test score is based on the rate at which the pulse count decreases; the score for sit-ups and floor-dips is determined by the number of each the student is able to do.

The score each student made on every test was recorded on his own individual profile. This profile with the scores of five tests recorded gives a graphic illustration of the physical fitness rating of every woman student. The record of the tests made in September is shown by a red line; the scores made on the tests in December are shown by a blue line. The same procedure of testing and scoring will be followed during a student's two years here.

Each student will be given periodical medical and physical examinations. On this basis they will be divided into two classes: Class One, individual; Class Two, regular. Students in Class One will take special exercise suited to their individual needs. Students in Class Two will be assigned to regular required activities covering fifteen activities throughout the two years.

Each student is required to be inoculated against typhoid fever every three years. This requirement may be satisfied in three ways: (1) Students over 45 years of age will not be required to be inoculated. (2) Students who have been inoculated within the past three years and present a certificate to that effect will not be required to be inoculated. (3) Students who have had three series of inoculations against typhoid fever and present a certificate to that effect will not be required to be inoculated.

When students enter college in the fall, they are given a physical examination by the county doctor and the school nurse. A record of his physical condition is made, this record is kept by the physical education department and may be referred to at any time deemed necessary. At the end of that quarter there is another examination similar to the first one. By comparing the record of the two examinations the percent of corrected defects can be found. The significant thing about this plan of his physical condition is made; not stop with the examination, but it provides for the follow up service; that is, after the student has been examined and any defects have been found, then he is cared for immediately. He may be asked to have a further check up by his family physician with whom he is well acquainted. If this is impossible then some doctor who is well known by the physical education department may be recommended.



ANGELINE WATKINS
Physical Education Director
For Women

Curriculum for Majors and Minors in Health and Physical Educ.

Freshman Year

	Hours
English 111-2-3	9
History 121-2-3	9
Botany 111; Zoology 211-2	12
Sociology 211-2-3	9
Hygiene 111	3
Nutrition 123	3
Physical Education 111-2-3	4
	49

Sophomore Year

English 211-2, 231	9
Psychology 211-2	6
Elective	3
Chemistry 111-2-3	12
Minor Subject*	9
Physical Education Materials 221	3
Physical Education 211-2-3	4
Home Management 282	3
	49

*Minor Subjects: History 221-2-3; Political Science 221-2-3; English 251, 213; Physics 111-2-3; Mathematics 151a-2-3, 261-2-3.

Electives Without Credit: American Red Cross Senior and Advanced Life Saving, American Red Cross Standard and Advanced First Aid.

Clubs: Swimming Club, "T" Club.

Awards: Trophy to outstanding woman in physical education and intramurals over a two year period. Trophy to outstanding man in physical education and intramurals over a two years period.

Intramurals for Boys

By TERRY NICHOLS

(Intramural Manager for Boys)

Did someone say intramurals? Why yes, it is one of the most frequently used words on the campus. There is always the usual argument over who is going to win today—the blues or the whites or the Vols or the Eagles.

Due to war conditions the supply of boys has been limited and the number of boys' intramural teams has been cut from eight to four, and then to three.

The teams were the Bloody Dozen, captained by Milburn Templeton; the Golden Eagles with Len T. Harper as captain; the Little Vols, captained by William Argo, and the Rambling Wrecks, captained by Doyle Collins. All of these teams went through the fall quarter, but the Rambling Wrecks were forced to drop out because of excessive loss of men. The members of this team that were left were distributed among the other teams; therefore, this left three very strong teams.

Softball was the first sport on the list. Through an elimination tournament came the Rambling Wrecks and the Vols to meet in the finals, but the Rambling Wrecks took the Vols for a ride in the finals.

Next was football. More interest was shown in football than in any other sport. The Rambling Wrecks again came through to the finals to meet the Golden Eagles. The decision of this game—a tie. The weather would not permit a play-off.

This finished up our fall quarter. When we first came back in the winter quarter, our teams were adjusted and the first major sport was basketball. The Bloody Dozen surged through to meet the heavily favored Vols. and the result—the Little Vols won!

After basketball came the volleyball tournament. A round robin tournament was played, and the Vols captured the championship.

There are also many individual tournaments such as table tennis, swimming and many others.

One may wonder how good he must be to get on an intramural team. Good and skillful are not the words. Each boy is assigned to a team at the first of school. When a player participates in a game, he counts a point for himself and a point for his team. There is a point record kept and the teams are rated according to the number of points which they have acquired in the contests.

When you come to U. T. J. C. be sure to reserve the hour from 5:00 to 6:00 p.m. every day for intramurals.

Why I Majored In Physical Education

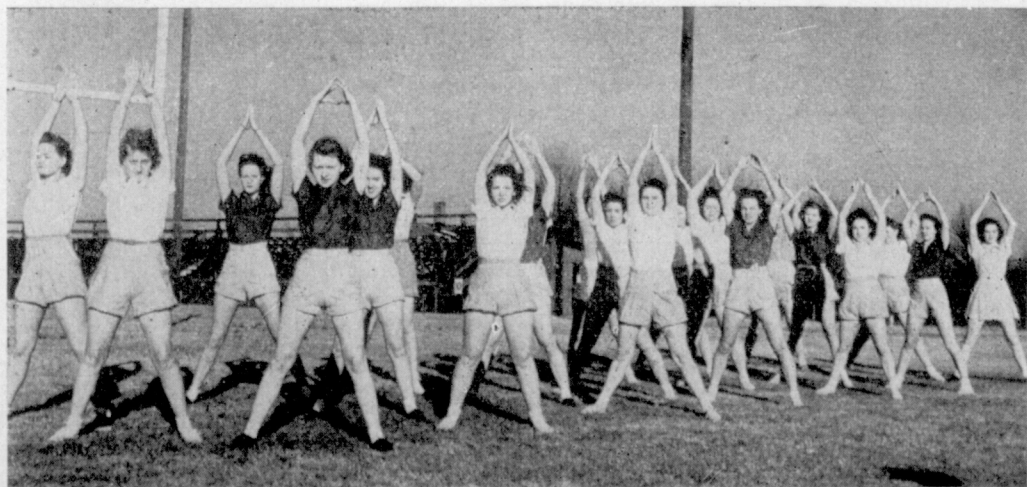
By PEGGY GOODWIN

(First Year Physical Education Major)

There are a good many reasons why I majored in physical education. The biggest one is probably because I really love it. I have always liked all types of sports. I was very disappointed when my father told me that I must stop playing football; then basketball took its place. There are few basketball games I missed during my years in grammar school and I cannot think of any type of game that is more wholesome during his school.

I was and still am in for any times wonder why we expect to receive so much when we give so little. We need to keep these children healthy in order that they may grow into strong men and women. A good physical education program could be a great advantage along this line.

Several times I have heard girls say that physical education was not as important as their other classes. At once I started telling them that physical education is equally as important. What good is a strong mind with a weak body that keeps the mind from functioning properly? Every person needs a daily routine exercise.



PHYSICAL TRAINING BUILDS HEALTHY AND BEAUTIFUL BODIES

Meet These Students At U.T.J.C.

To write about the personalities of my fellow students at the University of Tennessee Junior College is a difficult, yet very pleasant task. I would like to help you recognize the thing in your associates' personalities that makes him or her different from any other students.

Katherine Rose Thomas, a freshman from Alamo, Tennessee, is one of several on the campus who has a nice voice that strictly makes you stop, look and listen. With her blonde loveliness and all her charm, together with her voice, topped with literary ability, she may outrank Betty Grable.

There is our glamour girl from Memphis, Elsie Christenberry, a dashing brunette who gets around on the campus "allreet." A merry bit of laughter, a dash of short, sweet bloneness. Yes, there went Martha Moss who claims to be a Bolivar, Tennessee. Do we have any campus pin-ups? I should say yes! There's Tom Ward, that super-handsome campus pin-up boy, but psst—he hasn't realized it yet. Rumor has it that Trezevant, his home town, knew him as a pin-up too. Our pin-up girl is sweet Rose Oliver, a Martin girl. With her dainty, lovely bloneness she is adored by all. And the campus wit, red-headed Clayton McGee, comes to us from Memphis.

Is all the best from Tennessee? No, not exactly. No one on the campus has lovely blue eyes and sweet dimples and laughter that quite equals Ann Garrigan from just across the Kentucky line. Then there's lively, friendly, brunette Betty Rae, Charleston S.C., who has won a place in the hearts of a certain bit of the fair city of Martin. Our "boogie-woogie" friend, Doris Ragsdale, Obion, has super ability when it comes to bating out good ole "boogie." Gwen Glass, a lively, attractive, jitter bug with eyes that can break any man's heart is Newbern's representative in our list of campus beauties. Billie Worthington of Crockett Mills has that flashing smile and dramatic ability no end that is worthy of a great bit of envy. Hear a loud laugh? Must have been "Goon" Argo from Dresden. He's a wonderful dancer and everybody's friend, every inch of his height is "true blue." Or maybe it was Johnny Bogle, that tall, dark, handsome guy from Kenton. You can't afford to miss entertaining Betty Turman, Waynesboro, with her wild, wooly tales and her ability to keep you laughing for hours at a time. Need some knowledge? Go and feast your eyes on Louise Liggett. She simply radiates with intelligence. Look at her grades for proof. She's from Lewisburg. Carefree Bobbie Ruth Hair, Adamsville, has won a place in the hearts of everybody. Martha Ann Abbott, the girl who is everybody's friend, is a lively little bit of fun loving mischief from Rutherford. Our belle from Covington with her innocent air is Helen McGowan, a lovely brunette. Jovial David Fairless, Trenton, is strictly all out for of. He can be serious when he if it is clean fun you're thinking wants to be and his serious thoughts are worthwhile. Evan Miller, Parsons, has been here only one quarter but we all agree he's a "good egg." Lovely to look at Nancy Wirt, Union City, is all out for you if and when you agree that a certain Marine is wonderful. Dainty, feminine, well-dressed Lisette O'Rourke is a girl that no one needs to miss knowing. Joe Woods, Henderson, is one person who puts heaps into life and gets gales of fun out of living. Emogene Orand, from near Nashville, is serious-minded, yet she has her fun and is worth knowing. Until you hear Nell Robinson, Ridgely sing those blues and hear her merry laughter you have missed a great deal. Dot Hall, Dyer, is an attractive, neat, sweet dispositioned person you must not miss know-

ing. Ruby Kilgore, South Fulton, is a calm, industrious friend to all. Gecovia Williams from Lexington, is a hard-working, ambitious future agriculturist. Regina Presnell, Paris, is a striking brunette with those ideas. And you must not fail to notice Geneva Lonon from Brownsville, who is a swell gal even if she does have a little trouble with her "r's." Betty Weatherford, Savannah, is not traditional. She is one red-head who is not hot headed and don't get alarmed when she informs you "somethin's crawlin' on you." Joanne Redding is a Middle Tennessee girl you can find with the books. (She is a library assistant.)

She is the fairest representative we have from Culleoka. Billie Cantrell, Palmersville, is a graceful, reserved and athletic young lady who knows how to take the brunt of jokes with a grin. Lovely Celine Pitts and athletic Laura Lou Jackson hail from Trimble. Quiet, calm Martin Bomar is our pre-medic from Camden, Tennessee.

Oh, I could ramble on and on and tell you more admirable qualities in each of these I have mentioned and just as much about all the students that aren't mentioned. They each are worth knowing and "thinking worlds of."

As you see, they come from all over Tennessee and elsewhere. In spite of their differences their good points and their bad ones, they are all typical American Betty Cods and Joe Colleges and unite with the best of faculties to form the greatest educational institution —The University of Tennessee Junior College.

Enrollment at U.T.J.C.

Enrollment at the University of Tennessee Junior College this year is made up of students from Tennessee, Kentucky and South Carolina. Thirty-one counties from West and Middle Tennessee are represented. Counties from which three or more students attend U. T. J. C. are: Carroll, Crockett, Decatur, Dyer, Gibson, Hardeman, Hardin, Haywood, Henry, Lake, McNairy, Madison, Obion, Shelby, Tipton, Weakley and Wayne.

Of course, as the Junior College is located in Weakley County, there are more students from this county than the others. There are twenty-nine students from Weakley County. Of this number fourteen attended Martin High School. They are Frances Bivens, Marisue Adams, Martha Freeman, Janice Freeman, Julian Humphreys, Iris Hunt, Sara Johnson, Nellie Jo McClain, Rose Oliver, Jim Phillips, Milburn Templeton, Mary Louise Trevathan and Patti Vowell.

There are twenty students enrolled at the Junior College from Obion County. From Union City High School come Martha Harris, Virginia Allen, Mary Kelly, Mary Duncan, Ruth Elm, Terry Nichols and Nancy Wirt. Doris Ragsdale, Harry Moultrie and Sherrill Parks are from Obion High School. Other schools represented in Obion County are Kenton, Woodland Mills and South Fulton.

Gibson County is also a well-represented county. Mary Lou and Elizabeth Johnston, David Fairless, Sara Grissom and Martha Franklin are from Peabody at Trenton. Helen Burns, Billy Claybrook and Len Thomas Harper are from Milan High School. There are also six other students from different schools in Gibson County.

Bolivar—ahem—boasts the presence of the following students at U. T. J. C.: Sara Lee Foster, Bobby Cates, Bobby Carter, Cora Deberry and Martha Moss.

From Dyer County nine students are enrolled: June Tubbs, Betty Scott, Julia May and Joy Copelan Click are from Dyersburg High School. Others from Dyer County are Gwen Glass and William Shuck from Newbern and Laura Jackson, Celine Pitts and Drucilla Garner from Trimble.

Some other schools where sev-



EQUIPMENT AT THE JUNIOR COLLEGE IS RATED EXCEPTIONAL

Physics

If one should be asked the name of one course of study which gives the best elementary treatment of the "why" of the actions of the things we see, hear, feel, smell and taste from day to day, certainly the answer must be "Physics." Of course, there are numerous persons who will content themselves by saying, "Just so I am able to receive and enjoy the good things of science, I will not become so curious as to inquire into the 'how's or why's.'" Electricity, which being one of the most ingenious developments of modern science and involving study to understand even elementary principles, is nevertheless sent into our home ready for use as either heat, light, sound amplification or power. Those who sell electric service purposely do every-

thing possible to make it safe even for a child to use. But from a safety feature alone, a simple understanding of the physics of electricity would enable the user to correctly replace fuses, make simple repairs on certain fixtures. Any person should become a better driver and caretaker of an automobile if he had some knowledge of physics. To have a few simple facts concerning its systems of ignition, power, transmission, lighting etc., certainly can aid the owner in preventing trouble "spots." This contention is definitely emphasized by the Civil Aeronautical Administration in certifying pilots of airplanes. Before securing a license to fly a person must show evidence by written examination that he has the factors producing weather conditions which are unsafe for flying. Both the study of engines

and the weather must be based almost entirely upon principles of physics. It is being stressed more every day as it brings to us newer and better ways of improving our modern way of life. It is the most fundamental of all the sciences—the biological as well as the physical. It teaches us an appreciation and understanding of the world about us—our environment.

The equipment of the Physics Department at the Junior College is rated as being exceptionally good. Equipment is available for numerous lecture demonstrations as well as regular laboratory experiments. Instruction is started from the very simplest principles and every attempt is made to present the material that will be most practical and vital in everyday experiences.



GIRLS' RESIDENCE HALL

eral students are from are Grove at Paris and Byars-Hall at Covington. Margaret Burton, Dot Lowe, Regina Presnell and Sarah Seay are from Grove. Helen McGowan, Shirley Walker and Bunny Mangrum are from Byars-Hall. Elsie and Doris Christenbury and Clayton McGee are from Shelby County.

These are only a few of the schools from which U. T. J. C. students came, but as only one or two students come from other schools it would take some time to name them.

A course that you would not want to miss is the mechanical drawing. This is a necessary field for it teaches accuracy, and it offers unlimited opportunities. A person who can draw and design is always in demand. If you plan to go to school only one or two years you can "cash in" on mechanical drawing.

P.S. Don't forget the course in "campusology," for no better prospects are offered on any campus.



SEWING

Art 111

The first thing that you will learn in art will be the fundamentals of lettering. You will learn to print prettier than you ever dreamed of. After studying lettering you will make an original poster. From time to time throughout life one encounters many opportunities to make posters, whether for a party or club meeting. By the use of the art principles you will be surprised how easy it is to make attractive posters and design.

Through the guidance of Miss Hawkins you will learn to meet the problems of decoration and be capable of improving the appearance of objects. Don't misunderstand and think this course is offered only to girls, because if any of you boys want to take it I'm sure you'll be more than welcome. You who have probably never had the opportunity to take an art course in high school, should plan now to select this course. You won't want to miss it.

Art 112

By MARTHA MOSS

When your faculty advisor suggests that you take Art 112 as one of your electives you find yourself wondering of what this course consists. Maybe I can give you a little light on just what it will mean to you.

The two laboratory periods each week are among the most interesting you could ever find. Your time is spent in studying and making designs which you may use later for book ends, ice tea coasters, small pictures and many other useful and attractive articles.

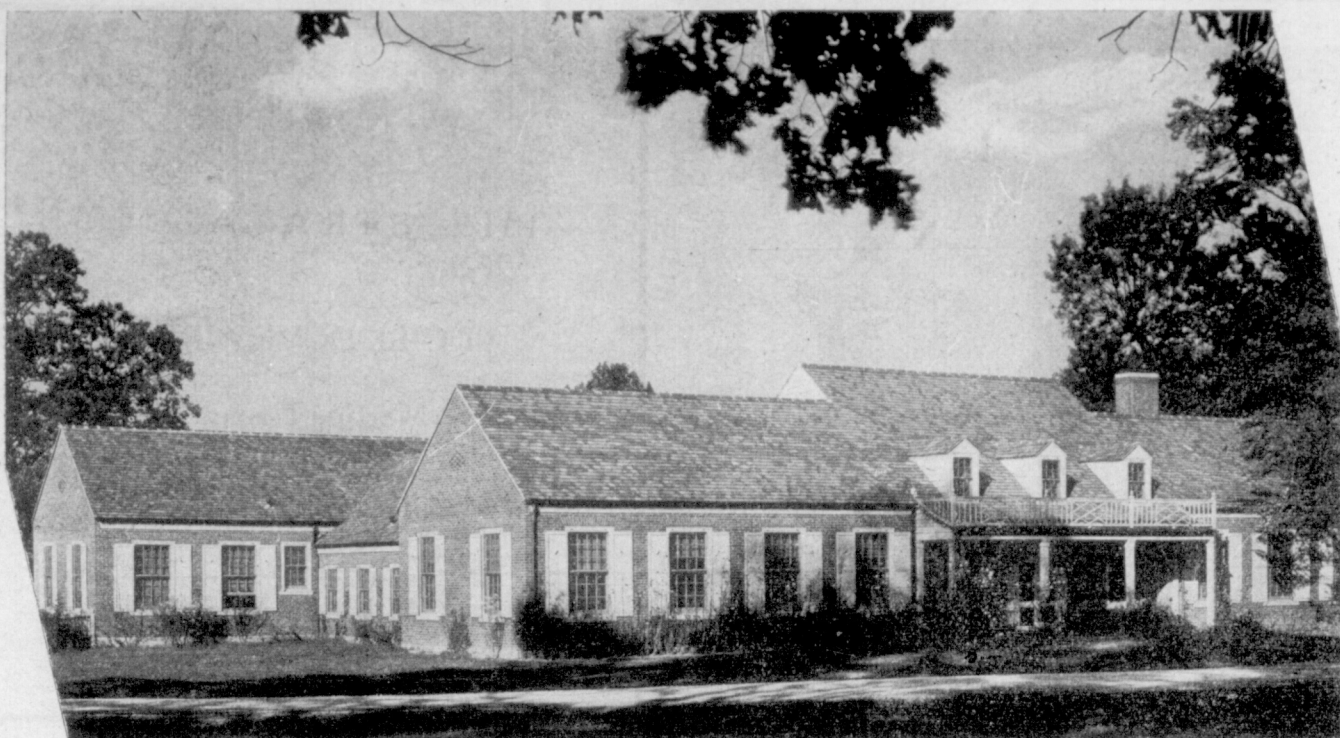
Some of the designs used are original and are made from ordinary scribbling just as a small child might do. You would certainly be surprised at the many clever designs that may be found on a piece of scribbled paper.

Other decorations are secured from historical designs, such as gothic columns and French laurels. It is fun to convert these designs into wall paper patterns and lapel pins.

Another interesting phase in this course is the making of Christmas cards by using linoleum blocks and a small printing press.

A skill in woven designs is accomplished from weaving pot lifters. There are just so many benefits derived from this course that I can't begin to mention all of them. When the course is over you will have to show for your quarter's work attractive articles that you have made, such as wooden salt and pepper shakers, trays, table mats, lapel pins, bracelets, and all other projects you have completed.

You have also developed an appreciation for beauty of designs and a skill that will enable those so inclined to volunteer their services in the war effort in making maps, graphs, models and designs of various kinds.



HOME ECONOMICS BUILDING

Home Economics Department

On the campus of the University of Tennessee Junior College is located one of the most modern and efficient Home Economics Departments in this section. The furnishings of the building are modern and well-planned so that the atmosphere as a whole has the charm of a hospitable home.

The School of Home Economics are: Related Art, Textiles and includes five departments. They are Clothing, Child Development, Foods and Nutrition, and Home Management. Of course, other and more advanced courses are taught at Knoxville and other four-year institutions.

The courses in Related Art and Clothing Selection is under the supervision of Miss Helen Hawkins, who has a B.S. from George Peabody College, M.S. from the University of Tennessee and post-graduate work from Columbia University. She is also head of the Home Economics Department. Mrs. Doris Milton teaches Clothing Construction, Child Development and Home Management. Mrs. Milton has a B.S. from the University of Arkansas and M.S. from the University of Tennessee. Miss Nina Swindler teaches the courses in Foods and Nutrition. She holds a B.S. in Home Economics and a M.S. from the University of Tennessee, Knoxville.

Home Management

By PATTI VOWELL

Science relating to health and illness is advancing very rapidly. In line with this, health departments and other health organizations are steadily working to safeguard health. Hospitals and clinics play a well-recognized part in the health program of the country. Professionally trained workers—doctors, nurses and many others—are acknowledged as essential in any health program. Laws contribute to the protection of health. But even with all these which are so essential, the individual in the home—particularly the mother or home-maker—continues to hold a responsible place in relation to health. Her part is one of keeping herself and her family in good health or assisting in giving proper care to members of her household when they are ill, and of supporting community action for the promotion of health.

The aim of this course in home management is to help home-makers and potential home-makers meet personal and family health problems in their own home. Everyone knows that health is one of the factors essential for the happiness of nearly every person. Other factors, including security, are also influenced by the health of the family. Health means more than prevention of illness or the postponement of death; it means also a condition thoroughly in tune with the joys and satisfaction of living.

A course in home management

is divided into two phases. There are two lectures that meet each week. In these lectures we learned many practical and helpful things; such as making the most of personal appearance, how to guard against disease, how to take care of mother and baby and what to do when sickness invades the home. These lectures were conducted by Mrs. Milton in a very comprehensive manner.

We learned much during these lectures and once a week for two hours we put them into practice in lab. Mrs. Howard Smith, a graduate nurse, conducted the lab. periods. During the lab period we learned how to make the patient comfortable in bed, how to make a bed, how to give a bed bath, how to take temperature, pulse and respiration count and how to meet other common emergencies in the home. We also learned how to bandage all parts of the body in the correct manner.

When we finished the course we certainly were not trained nurses, but we did have a better understanding of the problems of the home and we felt more capable of handling these problems than before.

Foods 121, 122

A nutrition course in preparatory foods. More stress is now being put upon nutrition than ever before. The main reason for this is that the effects of malnutrition are now well known. An excellent nutrition course is offered. Even if one never cooks a meal, a knowledge of what should be eaten to maintain maximum health is almost a necessity.

Foods is not only a very practical course but an interesting one. Once a week general principles of cookery are studied and discussed in lectures. A test every time class is met somehow makes it rather certain that what is learned will not soon be forgotten.

Where does the practical experience come in? This is obtained in the foods laboratory twice a week. The kitchen, or laboratory, is well equipped with nine cooking units, and an enamel-topped cabinet containing the necessary equipment. Partners work together in this large attractive and up-to-date laboratory.

Experience certainly is the best teacher. I will never make the mistake of putting eggs in biscuit after seeing the look of indignation upon our instructor's face when one of us inquired for eggs to put in the biscuit we were making. Only last week we were delving in the fine arts of cakes and cookies. The first cookie day I remember how sorry we felt for the couple across from us whose cookies looked as if they were determined to be sociable and run together. The next day, the tables turned. We were the only ones to get sympathy. The bottom disappeared from our cake. Where it went no one knows.

These are not causes for discouragement, but only increase the pleasure in finding that the biscuit are light and fluffy or that the rolls actually have risen.

It is really all up to you. The instructor does her part, but when following directions or recipes, you are on your own. Foods class should be and is, an enjoyable and most beneficial course for any future housewife or working girl.

—Lisette O'Rourke.

Foods 221

The classes which we have been telling you about are the freshman foods classes, but now we will tell you a few of the things the sophomores do in their classes.

There are two courses in foods for sophomores. One is the required course on Meal Planning and Table Service and the other is Food Preservation, which is elective.

In the course on meal planning and table service the students learn the correct way to set a table and serve meals, the correct ways to entertain, to plan and prepare wholesome meals. In the laboratory the girls work in groups of four to prepare and serve meals. The first meals are informal luncheons. Then we have formal luncheons, informal dinners, formal dinners, buffet luncheons and finally an individual meal which each girl is required to prepare.

In preparing an individual meal each student is required to plan a balance meal, to prepare a market order with estimated costs and to select the foods needed from the local markets. The student is held responsible for every phase of the meal and is not to receive any help either preparing or serving. It is very interesting and one might say amusing to watch these girls while they are preparing their meals—they just know the meat will be tough or the pie burned, but in the outcome most of the meals are successful.

In the foods preservation class

the history of canning, the methods of canning, grade labeling of commercially canned goods, dehydration and preparation for freezing are some of the factors studied. Some fruits and vegetables are canned or preserved by various methods so that the student's will be familiar with the procedures to be followed in the preservation of foods.

In these foods classes we have a very capable teacher who knows that failures occur with the best of cooks. She is always ready to lend a helping hand or to give advice to anyone in need and incidentally she is a good cook too.

—Sara Grissom.

Elementary Clothing

We are very proud of our clothing department. It is well equipped and arranged conveniently for the girls who are learning to sew. The first garment we made this year was a housecoat or brunch coat. Our next was a cotton or rayon dress suitable for school and not too difficult to make. Our third dresses are of cotton or fabric similar to cotton and are for school, however, they have construction problems different from those in our first school dresses. Our last garments will be street dresses or made-over dresses according to each girl's own wishes. By the end of school we shall have made all types of construction that the usual styles would have.

Although we have been unable to secure some of the best fabrics because of the limited supply on the market, we have made very attractive dresses from the fabrics which are available.

Textiles and clothing is an interesting as well as practical course for girls to take. We feel that our accomplishment is great when we finish our dresses. Making the dresses ourselves assures us of having them comfortable as well as attractive and suitable to each girl's personality.

—Regina Pressnell.



Education For War Brides

Should war brides go to college? This is a question each girl asks herself when her husband goes overseas. Some girls decide that they must continue their education while other feel they must begin some kind of work. It has definitely been decided that one must do one of the two. I chose to come back to U. T. J. C.

When we leave home and enter college we make new friends. These friendships are lasting. In later years the friends we make during our years in college hold a dearer spot in our heart than any we may make in any other phase of our career.

I feel without a doubt that U. T. J. C. is the best place for me. To come back to school was like going home when you've been homesick. The teachers are your personal friends. They don't wait for the students to tell you they are glad you are back with them. The teachers tell you and really make you feel it. Don't think you will be like a cocoon, tucked away in some inconspicuous corner; the students will see that you are not. Each one makes it his duty to see that you are not left to feel outside. Each person on U. T. J. C. campus is your friend—their actions will prove it to you.

Our husbands and sweethearts are seeing the world. Each boy is receiving an education through his experiences. The wives must broaden their scope of intelligence. The general belief is that if husband and wife are on a similar educational basis, the fact insures a happier marriage. What is more important to us now than news of world happenings? It takes an alert, intelligent mind to understand the war news. When one reads it or hears a radio broadcast.

A war wife feels it her duty to be patriotic and do what she can to help more than anyone else. What could be more patriotic or help speed the war effort more than taking Red Cross courses at the Junior College? There are several excellent courses being offered such as home nursing, nutrition, life saving and others. The Red Cross certificate received when the courses are satisfactorily completed.

When victory comes we are going to need an education even if we are housewives or in our duties as employers. Our chief objective in this war is to create a friendly feeling among all peoples of the world. The place to begin is in the home. An education will teach us not to be too demanding, unreasonable and capricious. Yes—there's no better place for a war bride than college.

—Joy Copeland Click.

Book Store Blah

Early every morning those who arise too late for breakfast rush into the Book Store and order a bar of candy, peanuts or ice cream to last them through their morning classes.

The Dodd House boys usually arrive in a body—in Park's car. Some of them sit down and catch a few winks of sleep before their next class. The more industrious study a bit. Mind you—we said "a bit!"

Martha Moss and "Bunny" Mangrum are regular morning visitors. They usually eat Nabs for breakfast if there are coca-colas.

It isn't at all unusual to see Frances Fite whiz in with her hair still rolled and her coat flying in the breeze. It is during this hour that Naomi and Peggy hear about so and so's date the night before and the general goings on on the campus the night before.

Brann always shows up sometime during the morning wanting to borrow some money or a cigarette from a more fortunate member of the group, and Moultrie invariably eats chocolate ice cream sometime before lunch.

An added attraction to the Book Store are the photographs. At the present there are photos of



ARCHERY

Walter Brewer, Jr., Terry Nichols and a group picture of the Dodd House boys of last quarter.

"Red" McGee and John Casey are also regular customers of the Book Store. John enjoys showing the gang pictures of his girl friend, Parks and the rest of the Dodd House boys usually breeze in and out a dozen times a day. You can usually find out what is going on by going to the Book Store.

Dot Lowe and Julia May come in to talk and sit a spell and sometimes even study. Frances comes in about 9:30 on Saturdays to wait for someone to go to physical education with her. Now don't misunderstand us, Frances is in the Book Store every other day in the week.

These I have mentioned along with Doris Ragsdale, Helen McGowan, Ann Hopson, Betty Rae, Gloria Eastwood, Joy Dowland, Gwen Glass and Corky Greer are the most frequent customers.

There are a few who come in only on rare occasions. This group would include Cora Weberry, Jean Heathman, Aneta Galey, Lizzette O'Rourke, Nellie Jo McClain, Mari-lucile Dodd and Sarah Seay.

Oh yes, we almost forgot to mention the fact that the Book Store sells books also!

The Slave Driver

Have you ever wandered into the gym during a girls' physical education class? You haven't!?? Then you really have something to look forward to, for there you meet the slave driver. Much to your surprise you will find a meek (?) little woman doing her small bit toward turning out super-women bodies.

That's right!! The dreaded step-test, the horror of the campus is about to begin.

"First group ready?" Go!! Step, two, three, four, step, two, three four step, two three four. On and on until each sweat-streaked face registers untold agonies as one by one the girls begin to lag behind the count.

The meek little woman dashes over to a cabinet and pulls forth a long black whip. Crack, crack it goes over the heads of the struggling girls.

"Time is short! Step, two, three, four." On for what seems like hours. Finally the welcome order of "Seats" is given. The now weary coeds collapse into the nearest chair with a sigh of "Thank goodness, that's over!!"

The meek little teacher then says in her timid little voice, "We will do push ups, sits up and the shuttle run at next class. ATTENTION—SALUTE!"

The coeds all give the salute to the leader by placing the thumb on the tip of the nose and waving the hand. This being finished, they turn and wearily goose-step back to the basement to take a hot and cold shower, EVERY-ONE!!

The class now being over, the little woman folds her long black whip and returns it to its hiding place; pats herself on the back, and retires to her office to think up more tests to give the soon-to-be superwomen.

There is a movement on foot to organize a revolution in order to emancipate these slaves. Anyone interested should go to the second oak in front of the Science Building at half past twelve on the first black night. Give the battle cry "Freedom from the slave driver" and you will be welcomed with open arms.

Textiles and Clothing 121

This is a course planned to help the freshman student meet her clothing problems. Emphasis is placed on personal grooming, selection of appropriate clothing, clothing costs and care of clothing. Each student makes a notebook containing various fabrics which have been identified under the microscope. Several chemical tests are used in revealing their identity. Another outstanding phase of the course is the darning and patching which is interesting as well as helpful. Under the careful supervision of Miss Hawkins each student learns to select and care for her clothes. Storing, cleaning and mending are some of the things included in the care of clothing.



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Consider The Junior College

—If you can go for only two years or if you are not yet sure what you're going to be

The Junior College is an institution which provides high school graduates with two years of instruction equal in quality to that of the first two years of a university. The Junior College also provides courses of a vocational nature. These vocational courses are equivalent in prerequisites, scope and thoroughness to the work of the first two years of a four-year college.

Although the most popular course is that of the liberal arts program preparatory to college transfer, the programs offered include business administration, education, home economics, agriculture, physical education, social sciences, pre-nursing, pre-medicine, pre-dentistry, pre-engineering, music and art.

American youth between the ages of seventeen and twenty should not be idle, yet in normal times few jobs are open to them. Unemployment is of very little concern now, however as many high school graduates must answer the call of their country and therefore left with no choice of college. But what could be more profitable for those who are unable to serve their country in her conflict or who are yet too young for such service than to secure more education, more preparation for life? Many boys have realized untold benefit from their study in the Junior College before their enlistment in the armed forces, while others have found closed doors because they failed to avail themselves of the opportunities of a brief period of college training.

Undoubtedly, there are many young people graduating from high school today who have no well-defined purpose. Even though they have the ability and the means to go to college, they feel no strong urge to continue academic study for four years, though two years of further training might attract them. For such students the Junior College is the right prescription. The Junior College offers a definite "exploratory" curriculum to help students of this type find themselves. Many students of this type have found their niche in life during their study in the Junior College and on completion of the two-year course met the challenge of advanced training and preparation. Perhaps they would have found their place in life had they not attended college but their college training enabled them to fill that place with greater efficiency and perhaps speeded up their discovery of that place.

If a high school graduate can meet the entrance requirements of a four-year college, why should he not enter such an institution at once? Perhaps a student can attend the local Junior College as a

day student and later transfer to a distant university. Living at home is less expensive, year to year, than a four-year college in the same part of the country.

And some of the students graduating from nearly every high school are brilliant students who are actually too young in years to begin immediately a four-year college program. The high academic records of these prodigies cry out against their return for so-called post-graduate work in high school. The Junior College, resident or day, offers more favorable conditions and work of college grade. If the student attends the residential Junior College, he may profit by a transitional period between the more guarded life of the home and the greater freedom of the university. The classes are smaller. The faculty has been selected on the basis of experience and ability in dealing with students of this age. Contact between student and instructor is more sympathetic and more individual attention is possible. All these factors work together for greater friendliness, less homesickness, fewer heartaches, and a large measure of ultimate educational goal.

There is a third type of student who should select the Junior College—those who can devote only two years to college, rather than four. Statistics show that less than half the students who matriculate at colleges and universities continue for four years and earn a degree. They drop out as academic failures, or they withdraw to get married, to take a job, or to enter a vocational school. The Junior College is much to be preferred for the student who will not complete his college career.

Students interested in vocational or pre-vocational work comprise the fourth group who would benefit by attending the Junior College. The Junior College, therefore, provides a great opportunity for the non-academic student. The boy or girl who has no incentive for a liberal arts education will find the Junior College curriculum that, while continuing the thread of a cultural education, will prepare him for some vocation or for some advanced vocational school.

Finally, there is one type that should receive special attention—the student of special ability. A four-year college with a standard-

ized curriculum has little place for the student who is unusually requisites for college entrance, dance, but has neglected the pre-gifted in art, drama, music, or the The Junior College has flexible entrance requirements which students of this type find beneficial.

The Biology Department

War-time conditions have made it increasingly evident that the field of biology is vitally important to the life and welfare of our nation. There is no other group of studies after the three R's as important to all men and women as the biological sciences for man is, himself, constantly immersed in biological phenomena, before birth, during life, and even after death.

The Biology Department at the Junior College has clean, spacious, well lighted and exceptionally well equipped laboratories. The courses offered are botany, bacteriology, zoology, entomology and hygiene. These courses are fundamental in the training of liberal arts students, home economists, teachers, agriculturists, nurses, technicians, dentists, and physicians.

The Campus Light Flickered—Then Went Out

No one knows why Miss Hawkins was up quite so early, but she was first to discover the campus light was out by her girls' dormitory!!! This was Monday morning, February 19th! She immediately phoned Mr. Meek who hurried over to inspect the great catastrophe. Miss Burney, on her way over to an early breakfast at the dining hall, was next to appear on the scene. The next few days was spent in complete investigation trying to unravel the great mystery of the broken light!!!

The light was burning bright as couples began to drift from the dormitory, but later it grew dimmer as the night flew onward to 10:15. Couples began to drift from the gym and other various dark corners of the campus!!! These sights were blinding, to the campus light. The faithful light had watched over the campus for many years—it had flickered but always burned on!!



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in
GAMBLER'S CHOICE

THURSDAY-FRIDAY, APRIL 12-13

Red Skelton—Esther Williams

in
BATHING BEAUTY

SATURDAY, APRIL 14—Continuous Showing from 10 a.m.

DOUBLE FEATURE

SUNDOWN VALLEY

ALSO

YOU CAN'T RATION LOVE

SUNDAY-MONDAY, APRIL 15-16

Anne Baxter—John Hodiak

in
SUNDAY DINNER FOR A SOLDIER

TUESDAY-WEDNESDAY, APRIL 17-18

Fred MacMurray—Barbara Stanwyck

in
DOUBLE INDEMNITY

THURSDAY-FRIDAY, APRIL 19-20

Wm. Bendix—Tallulah Bankhead

in
LIFEBOAT

SATURDAY, APRIL 21

William Boyd

in
TEXAS MASQUERADE

SUNDAY-MONDAY, April 22-23

Diana Lynn—Gail Russell

in
OUR HEARTS WERE YOUNG AND GAY

TUESDAY-WEDNESDAY, APRIL 24-25

Annabella—George Montgomery

in
BOMBER'S MOON

THURSDAY-FRIDAY, APRIL 26-27

Claude Rains—Bette Davis

in
MR. SKEFFINGTON

SATURDAY, APRIL 28

HIDDEN VALLEY OUTLAWS

ALSO

ALDRICH PLAYS CUPID

SUNDAY-MONDAY, APRIL 29-30

Loretta Young—Alan Ladd

in
AND NOW TOMORROW

TUESDAY-WEDNESDAY, MAY 1-2

George Sanders—Brenda Marshall

in
PARIS AFTER DARK

THURSDAY-FRIDAY, MAY 3-4

Joyce Reynolds—Robert Hulton

in
JANIE

SATURDAY, MAY 5

THE LARAMIE TRAIL

ALSO

THE HOUR BEFORE DAWN

SUNDAY-MONDAY, MAY 6-7

Joan Fontaine—Arturo de Cordova

in
FRENCHMAN'S CREEK

TUESDAY-WEDNESDAY, MAY 8-9

Laurel and Hardy

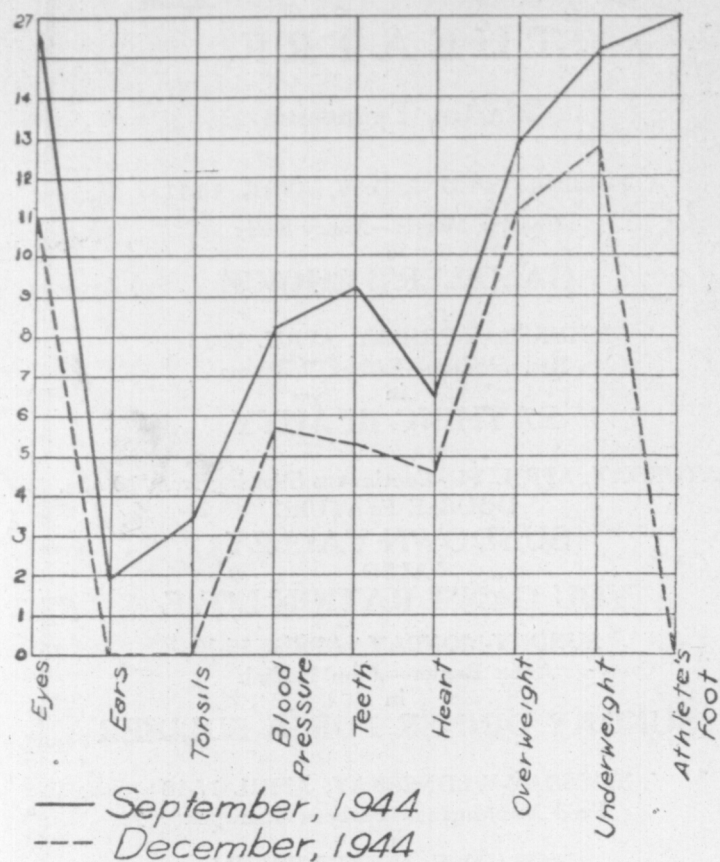
in
DANCING MASTER

THURSDAY-FRIDAY, MAY 10-11

Randolph Scott—Gypsy Rose Lee

in
BELLE OF THE YUKON

CORRECTION OF DEFECTS OF WOMEN STUDENTS FALL QUARTER 1944



An explanation of this health chart will be found on the Physical Education page.

EDUCATION IS ESSENTIAL

(Continued from page 1)

plex problems confronting her tomorrow and in the days and years to come.

America needs leaders in the field of agriculture; individuals that can show the farmer how to produce more and better crops and animals, and at the same time show him how to make his soil more productive.

Yes, there is a demand today and there will be a demand in the future for the individual who can do well the task that is assigned to him.

Today each high school graduate owes it to himself and to his country to continue his education. In the case of many of the young men and some of the young ladies, the continuation of your education may be in the service of our armed forces. But if today as you are completing your high school course of study you will set success for your goal, you will find in most cases that you can reach just as high as you aim. There is no dare like the dare to succeed, and no joy like the joy from success.

VICE-PRESIDENT OF JERSEY CATTLE CLUB

(Continued from page 1)

farms and a pure-bred herd of 30 Jerseys and 20 Holsteins, as well as the management of a pasteurizing plant.

Mr. Thompson left like this was

too big a job for him to tackle alone, so he returned to Nashville and persuaded Miss Lorena Young (whom he met while working at Crieve Hall) to be his helpmate. They now have a precious little daughter, Margaret Louise, and is it any wonder that she has already developed a love for Jersey cattle?

In 1941 Mr. Thompson accepted the position of instructor of animal husbandry and dairying at the University of Tennessee Junior College. He is also in charge of the livestock on the Junior College farm.

Since coming to the Junior College Mr. Thompson has been active in the promotion of Jerseys in this section. He has been secretary of the Weakley County Dairy Show for the past three years, and also wrote the constitution of the Weakley County Jersey Cattle Club, and was elected one of the executive committee of this club which is the largest and most active of any Jersey group in the state.

UTJCers are indeed glad to take off our hats to such a leader, as we wish him much success in his new position.

—Martha Franklin.

Some students attend the summer school and take nothing but chemistry. In this way one may take a year of chemistry.

HOME ECONOMICS CLUB (Continued from page 1)

home economics, and its sponsor is Miss Swinther, who is head of the foods department. The club officers for this year are: June Tubbs of Dyersburg, president; Sara Grissom of Trenton, vice-president; Louise Liggett of Lewisburg, secretary-treasurer; and Jean Heathman of Ashland City, reporter. These officers were elected, with the exception of Miss Heathman, who was elected from the freshman class this year, at the end of the school year last year. This is done each year so the club will be ready to begin its work on the first day of school the following year.

The club meets every two weeks to discuss its problems and plans and for any interesting program which the program committee might offer. These meetings, which are held regularly give the club members a feeling of unity, and each member realizes that her responsibility of making the club a success is just as great as the responsibilities of the officers and the sponsor.

Each quarter the club sponsors a social which is usually held in the gymnasium. Committees are appointed, invitations are mailed, the gymnasium is decorated, punch is made everyone dresses out in her prettiest frock, the social takes place, and everyone goes home filled with joy because their highlight for the quarter has been a success. Who made it a success? Each girl who is a member of the Home Economics Club helped to make it a success. How did they make it successful? They made it successful by doing their part in making plans and carrying these plans out.

Yes, the socials are great, but all play and no work makes Susie a dull girl. The club members roll bandages, send Christmas and Thanksgiving baskets, and do many other things that might help our boys on the battle front or other people throughout the world who are not able to help themselves.

The members of this club and the members of all other Home Economics Clubs throughout the country will be our America tomorrow, for these are girls who are interested in achieving enriched family life and in making the family contribute to better community life. They are the ones who will carry out specific changes in the postwar world.

—June Tubbs.

Helen Fuson says, "My instructors have all been very kind to me so that I could go home and see my brother who had been in the armed services and returned home from overseas."

Ask some old student who has attended the Junior College what kind of school it is. We feel sure you'll have a good report.

MARY DUNCAN
Reed Hall

VIRGINIA DUNCAN
Freeman Hall

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